

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents and discusses the review of related literature including the description about psycholinguistics, anxiety, foreign language anxiety (FLA) and speaking anxiety.

2.1 Psycholinguistics

According to Altmann (2001) Psycholinguistics is the study of the psychological and neurological factors that enable humans to acquire, to use, to comprehend and produce language. Psycholinguistics is a discipline in which the insights of linguistics and psychology are brought to bear on the study of the cognitive aspects of language understanding and production (Williams, 2001).

Psycholinguistics concerns the study of the cognitive process that supports the acquisition and the use of language including; language and brain, language processing and affective factors in language learning. Therefore, psycholinguistics does not only discuss language acquisition(cognitive) but also focus on feelings, motivation and attitude(affect) involved in the process of acquiring language. Wang (2010) states that learner differences in second or foreign language learning can be interpreted not only in terms of cognitive factors such as language aptitude and learning style, but also effective factors, such as motivation and anxiety.

In addition, the effective factors in language learning such as motivations, attitudes, and personality are also involved to acquire successful language learning. In some cases when acquiring language, the students experience

negative emotion to express their understanding in learning (a.k.a anxiety) that might be an obstacle for them. According to the researcher, anxiety plays a significant role in psycholinguistics is one of affective factors in psycholinguistics that closely related to L2 acquiring process. Horwitz and Cope (1986) overstate that many people experience mental block while learning L2 caused by anxiety which impedes them to perform successfully in foreign language class.

2.2 Anxiety

Anxiety is used to describe feelings of unease, worry, and fear. It incorporates both the emotions and the physical sensations we might experience when we are worried or nervous about something (Marsh 2015). Anxiety is one of the most cited affective factors in students research. It is generally depicted as an intense feeling of apprehension, tension, and fear as a response to particular situation. Further Mahmoodzadeh (2012) mentions anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with the arousal of the nervous system.

It's common to feel tense, nervous and perhaps fearful at the thought of a stressful event or decision we're facing – especially if it could have a big impact on language learning in the aspect of language teaching (Di, 2010). This is because English learning is a complicated process. It is influenced not only by the linguistic characteristics of English itself but also by some other factors. Given these numerous factors influencing English learning, affective variables in foreign language teaching and learning have been studied extensively for the last four decades (Hui, 2009).

2.3 Foreign Language Anxiety (FLA)

Di (2010) explains that foreign language anxiety (FLA) is situation-specific because it is mainly related to the specific situation in classroom performances, including listening to the teacher, speaking before the whole class, class quizzes, evaluations by teachers and classmates and apprehension about classroom activities.. Kondo and Ying-Ling (2004) further explain that language anxiety is consistently associated with problems in language learning such as deficits in listening comprehension, reduced word production, impaired vocabulary learning, lower grades in language courses, and lower scores on standardized tests. However, the personality problems lead them to negative effect. For example, personality traits, related to introversion and extroversion, are associated with anxiety arousal.

The students in the class more likely work in a group rather than individually. Introverts usually prefer individual work than group work, so they may easily become anxious if they are put in more communication oriented classroom settings. Extroverts, on the contrary, may feel uncomfortable if they are asked to work on their own all the time (as cited in Zheng, 2008)

According to Nasir & Bhatti (2014), English language anxiety is the result of low self-respect and the fear of failure, which is the root cause of the problems of conveying the incoming knowledge along with the formerly learned information. Some students avoid practicing the English language whenever and wherever possible. The definitions indicate that anxiety leads to negative feelings

which may affect a person's desire to do something or to take action. It is well known that negative feelings are associated with failure, loss, and discouragement.

Foreign language anxiety is one of the widely explored subjects in the area of language learning and teaching (Hedge, 2011; Horwitz, 2001). The anxiety leads the language learning and teaching not to be efficient in which the students cannot participate because of personality factors, fear of negative evaluation, parental pressure, low English proficiency, lack of preparation, pressure from the language instructor, and tests.

1.3.1 Types of Foreign Language Anxiety

Di (2010) states that the types of anxiety fall into three categories; trait anxiety, state anxiety, and situation-specific anxiety. A distinction can be made between the three categories that provide an important insight into our understanding of foreign or second language anxiety. Each of categories will be explained as follows:

1. Trait anxiety is one's permanent characteristic to be anxious in all kinds of situation and happens over a long period of time. (e.g.; A person who is suffered from panic disorder)
2. State anxiety is an anxious feeling that is not consistent and is experienced only in "that moment" as a response to particular event or situation.(e.g.; Someone who is about to give a speech at a conference).
3. Situation-specific anxiety is a similar behavior pattern to be anxious in one single moment that occurs continuously or a stable disposition

to experience anxiety caused by one single moment. (e.g.; A student who always experiences tense of feeling and chooses to remain in silence whenever he/she is attending language class). Also, Situation-specific anxiety can be considered to be the probability of becoming anxious in a particular type of situation, such as during tests (labeled as "test anxiety"), when speaking a second language ("language anxiety"). On the other hand, situation-specific anxiety that emerges as a response to a specific event is much correlated with classroom activities, such as second/foreign language classroom.

Situation-specific anxiety has the characteristics of trait anxiety related to a specific situation, such as public speaking and participating in foreign language class. Zheng (2008) mentions in this regard that there is no clear difference between these three categories; however, "the differences can roughly be identified on a continuum from stability to transience". According to Abu-Rabia (2004), the main symbol of anxiety which the foreign language learners faced is that they appear bothered, bodily uncertain, and fail to occupy in situational learning.

1.3.2 The Sources of Foreign Language Anxiety

The study of Gregersen and Horwitz (2002) demonstrates that perfectionist tendencies cause language anxiety. As a result of their study, the students who have anxiety nearly have the same 'unpleasant' emotions that are caused by perfectionist tendencies which make language learning hopeless and dissatisfied. Beside those anxious students, non-anxious

language learners who do not have perfectionist tendencies incline to be satisfied with their even little accomplishments. There are some sources of language anxiety. Young (1991) states that there are 6(six) sources of language anxiety.

1. Personal and Interpersonal

Language anxiety can arouse when someone has low self-esteem. People with low self-esteem often worry about what others think about them. At that moment anxiety will appear.

2. Personal Belief about Language Learning

Belief is very important in language learning. Once belief becomes unrealistic, it will lead language learners to feel anxious.

3. Instructor Beliefs about Language Teaching

Most instructors play their role as the center of the class. Instructors who think their role in class is teaching and talking, who believe their role is like a commander instead of facilitator, who feels wrong in a pair is bothering the class, may be contributing to learner language anxiety.

4. Instructor-Learner Interaction

Some experts believe that harsh manner of correcting learners' errors is often cited as provoking anxiety. Learners who are corrected in front of their friends will feel pressured for not

performing well and look so terrible. Their tense feeling results in anxiety.

5. Classroom Procedure

Having to speak in front of the class is the primary center of classroom procedure which arouses learners' anxiety. Oral quizzes and having to respond orally in the target language are other strong sources of anxiety.

6. Language Test

Language testing is another source of learners' language anxiety. Some particular language test items may lead learners to anxiety. Spending hours of time are studying only to find tests or utilize question type which they have no experience will also cause anxiety.

Moreover, limited English proficiency, lack of confidence, class management, insufficient class preparation, teaching procedures, fear of negative evaluation, and lack of teaching experience are among the sources of language anxiety (Mahmoodzadeh, 2012).

1.3.3 Factors Contributing to FL Anxiety

The domain factors of FLA are initially introduced by Horwitz and Cope (1986) and become the ground of every FLA studies. The domains of FLA are described as the most common factors of FLA happened to students which are then categorized as; 1) Communication apprehension, 2) Fear of negative evaluation, and 3) Test anxiety. Each of them will be explained as follows:

1. Communication Apprehension

Communication apprehension is a type of diffidence characterized by fear or anxiety when communicating with people or the difficulty in speaking in front of groups. Aydin (2008) stated that communication apprehension arises when students are lacking mature communication skills although they have mature ideas and thoughts. However, people with communication apprehension are the people who are afraid of involving in real communication with others. Students with communication apprehension will think that they are incompetent and hesitate to speak in foreign language class. In fact, they know the right answer in their mind but they choose to keep silent. Therefore, a talk active person may choose to remain in silence and being passive in a foreign language class.

2. Fear of Negative Evaluation

Fear of negative evaluation is defined as an apprehension about others' evaluations, avoidance of evaluative situations, and expectation that others have negative evaluation toward oneself (Horwitz, and Cope, 1986). Students are afraid of the incapability of making others impressed about their performance in L2, for example using native-like pronunciation and proper grammar, so that teacher will consider the student as a competent communicator in L2.

1. Test Anxiety

Test anxiety refers to a type of anxiety that arises from one's fear of failure or a type of anxiety that contains apprehension towards one's academic evaluation (Aydin, 2008). For example, a student who suffered from an apprehension during his/her grammar quizzes becomes anxious and unable to think about the correct

answer because he/she is too afraid of getting a poor grade in their class. It shows that students with test anxiety will put their focus on the course grade as a measure to pass the foreign language class instead of focusing on their ability to accomplish the test.

1.3.4 Level of Anxiety in Speaking

The effects of anxiety in foreign language learning which are studied by Arnaiz and Guillen (2012) in a Spanish university EFL context found that the students had a low level of anxiety related to speaking, but this still had a negative impact on the learning process by slowing down the development of the target language. A similar study conducted in China by Liu (2006) also revealed similar findings, but this study also addressed language proficiency–anxiety relationship as a possible factor in determining the anxiety level. The two studies explain that the target language experiencing anxiety in learning process related to speaking class.

Students who believe that learning L2 should possess a great grammatical and vocabulary mastery will easily experience anxiety. It becomes troublesome when these students are lack of grammatical and vocabulary knowledge. This type of student often goes blank while speaking in their class. They are anxious and afraid of making mistakes when using incorrect grammar or vocabulary in sentences (Kayaoglu and Saglamel, 2013). As a consequence, they will put many gap fillers such as "emm" or "err" to take more time to think before speaking and lower their L2 proficiency. In addition, similar finding Öztürk and Gürbüz (2014) reveals that students with high levels of FLA produce smaller amounts of

continuous speech in L2 and make longer pauses while speaking compared to students with low level of FLA.

2.4 Speaking Anxiety

Melouah (2013) views that foreign language speaking anxiety is one of the several factors that affect students oral production in a foreign language that they are required to use. Thus, foreign language speaking anxiety stimulates various adverse learning phenomena such as students' reluctance to participate in the speaking activities. Eventually, foreign language speaking anxiety may lead to students' poor performance and academic achievement. According to Mohamed and Wahid (2009), speaking anxiety represents a pervasive detrimental factor which leads to low performance in both speaking skills and oral performance.

Yahya (2013) investigates the domain factors which lead to speaking anxiety among speech communication course students' in the English classroom. The three domains that usually affect students' performance (test anxiety factors, communication anxiety factors, and fear of negative feedback anxiety have been investigated by means of a well-known scale (FLCAS). In addition to more items are added to the scale by Horwitz & cope. Foreign Language Classroom Anxiety Scale (1986). The (FLCAS) is a 5-point scale composed of 1, strongly disagree; 2, disagree; 3, neither agree nor disagree; 4, agree; 5, strongly agree.